GOVERNMENT OF INDIA
LABOUR
LOK SABHA

UNSTARRED QUESTION NO:4403
ANSWERED ON:21.04.2003
PERCENTAGE OF SKILLED LABOURERS
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Will the Minister of LABOUR be pleased to state:

(a) whether the percentage of skilled workers in countries like France, Germany, America, Japan, China, South Korea are high as compared to their percentage in India;

(b) if so, the percentage of skilled workers out of the entire working class available in each of the above countries including India; and

(c) the target set to increase the number (percentag

(e) of skilled workers in India during the Tenth Five Year Plan?

Answer

MINISTER OF STATE IN THE MINISTRY OF LABOUR (SHRI VIJAY GOEL)

(a) & (b): Proportions of vocationally trained workers among the youth in labour force for selected developed and developing countries including India are given in the Annexure.

(c): Employment strategy in the Tenth Plan focuses on employment growth and on the qualitative aspects of employment. In order to enable the poor to access the opportunities and to ensure consistency between the requirement and availability of skills, emphasis will be placed on skill development.

Annexure referred to in reply to part (a & b) of the Lok Sabha Unstarred Question No. 4403 due for reply on 21.4.2003

Proportion of Vocationally Trained among the youth in Labour Force - International Comparison+

Country	Age Group	Vocationally trained (Percent of those in labour force)
India (1999-2000)	20-24	5.35++
Developing Countries		
Botswana	20-24	22.42
Colombia (1998)	20-29	28.06
Mauritius (1995)	20-24	36.08
Mexico (1998)	20-24	27.58
Developed Countries		
Austrialia (1998)	20-24	64.11
Canada (1998)	20-24	78.11
France (1997)	20-24	68.57
Germany (1998)	20-24	75.33
Israel (1998)	18-24	81.23
Italy (1997)	20-24	43.88
Japan (1997)	15-24	80.39
Korea Republic (1998)	20-24	95.86
New Zealand (1997)	20-24	63.03
Russian Federation (1998)	20-24	86.89
Singapore (1998)	20-24	66.24
United Kingdom (1998)	20-24	68.46

Note: Vocationally trained persons are defined here as those having education level 3 or 5 as per ISCED clarifications which classifies the population across and level of education starting with level X i.e., no education and the highest level being level 7 which is post graduate level specialisation in a field. Levels 4 and 8 are not used. Level 3 of education: General education continues to be

an important constituent of the programmes, but separate subject presentation and more specialisation are found at this level. Also to be classified; under Level 3 are programmes consisting of subject matter mainly with a specific vocational emphasis of apprenticeship programmes, with an entrance requirement of eight full years of education, or a combination of basic education and vocational experience that demonstrates the ability to handle the subject matter of that level; Level 5 of education; Programmes of this type are usually `practical` in orientation in thatthey are designed ! to prepare students for particular vocational fields in which they can qualify as high level technicians, teachers, nurses, production supervisors etc. it may be noted, however, that in developing countries, economically productive skills are acquired not only in training/education institution but also through the family. Only the formal institute/school vocationally trained are shown above.

+Only those who have received formal vocational training are shown as trained in this table. To the extent that training and skills in India are acquired through informal methods, including training in the family, the Indian figures are understand.

++ Estimates are based on (NSSO Report No. 458 on Results of 55th round (1999-2000) survey on Employment and Unemployment.